DOCUMENT RESUME

ED 254 358 RC 015 136

AUTHOR	Horn, Jerry, Ed.; Davis, Patricia, Ed.
TITLE	Education and Equity in Rural America: 1984 and Beyond. Proceedings of the Annual Rural and Small Schools Conference (6th, Manhattan, Kansas, October 29-30, 1984).
INSTITUTION	Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE	85
NOTE	98p.; For related document, see ED 243 627.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Rural Education; *Rural Schools; *Small Schools; Teacher Effectiveness
IDENTIFIERS	Computer Uses in Education; Iowa; Kansas; Nebraska; North Dakota

ABSTRACT

The proceedings consist of the entire major addresses of Senator Nancy Landon Kassebaum, Steve Miller, and Walter Turner, and abbreviated versions of 29 other papers or presentations. The materials deal with a variety of rural-focused topics: women (Evelyn Hausmann); teacher career ladder plans (Paul Burden); inservice (Robert Norton, Myron Ballain, Dian Castle); Iowa's small rural districts (William Drier); Nebraska's Center for Rural Education and Small Schools (Roger Hanson and Frank Shaugnessy); curriculum development (Gerald Bailey); minority students (Ronald Lantaff); North Dakota's rural high schools (Karla Smart and Cecilia Traugh); effective schools research (Paul Nachtigal); word processing (Custer Whiteside and Janet Whiteside); energy education (Larry Enochs); serving students with disabilities (Doris Helge); evaluating administrators (Douglas Christensen); and computer technology (Custer Whiteside and Lew McGill, Jan Brandt). Additional rural-focused topics include: teacher effectiveness (Douglas Christensen, Nancy Mangano and Michael Perl); graduation requirements (Roger Baskerville); first aid emergencies (John Walker); office management (S. Sterling Troxel); Kansas principal turnover (Al Wilson and John Heim); gifted education (Allen McCune); public policy on education (Thomas Moriarty); school planning and redevelopment (Vernon Deines); public relations (Ron Ballard); school experience memory study (Barbara Bontempo and Ardeth Deay); and adult education (Sue Maes and Sandra Moore). The conference program is appended. (BRR)

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EDUCATION AND EQUITY IN RURAL AMERICA : 1984 AND BEYOND

Sixth Annual Rural Education Conference
Kansas State University
Center for Rural Education and Small Schools

OCTOBER 29 - 30, 1984

Jerry Horn and Patricia Davis
Editors

1985

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FOREWARD

The Sixth Annual Rural and Small Schools Conference at Kansas State University is history. Yet, the knowledge learned, the skills developed and the renewed motivation to strive for excellence remain in the schools serving rural areas of Kansas and several other states. This conference, sponsored by the Center for Rural Education and Small Schools, is an opportunity for teachers, administrators, college professors, school board members, governmental officials, and others with a genuine interest in rural America to share ideas, discuss mutual interests and form linkages with counterparts.

The theme for 1984, Excellence and Equity in Rural America: 1984 and Beyond, is of course a play on a well-known piece of literature, but excellence and equity are two key issues for rural and small schools. Is there excellence, and is there equity? Few would claim equity among schools, whether urban or rural or urban or suburban, but some progress is being made. Clearly, there is a groundswell of interest in rural America. The College of Education at Kansas State University is pleased to be a part of that effort. We only wish we could do more. Excellence may be only in the mind of the beholder. Each of us has some understanding of the concept, but we have not even begun to identify and capitalize on the many aspects of excellence in the small schools of this country. This should be one of our goals for the near future.

These proceedings are an abbreviated record of the formal program. They do not reflect the reactive thoughts of individuals or the informal discussions among participants. The mix of viewpoints, whether by program presenters or conference participants, is what makes a successful conference. In some small way, we hope through this conference, we have provided the opportunity for each of you to learn and grow in ways most beneficial to the schools and communities of rural America.

In conclusion, we want to express our sincere appreciation to all presenters and participants in this conference. Additionally, we wish to congratulate David Bond and W. J. Han for being recognized as Outstanding Rural Administrators for 1984. Both of these educators are reflective of a talented and dedicated group of administrators. Truly, they serve as models for us and those who will follow. As you read these proceedings, please think carefully about the opportunities to apply these thoughts in the most appropriate manner, as you strive for EXCELLENCE AND EQUITY.

Patricia Davis and Jerry Horn

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Education: Big Goals for Small Schools

Senator Nancy Kassebaum

Having served on the school board in a small district, I can appreciate some of the unique problems which you face on a daily basis. At the same time, my experience tells me that school size does not determine school quality. Small schools in rural settings seek--and accomplish--the same goals as their larger urban counterparts. As a result, a very fine educational system is available to all citizens across the country.

We have established very high standards when it comes to the education of our young. So, although our schools are good, we strive to make them better. Certainly, there are many areas in which our schools are not measuring up to expectations. Perhaps the most telling evidence of the need for change is the speed and fervor with which the American public has embraced the cause of educational reform.

A well-educated population is our most valuable national resource. The American public understands this, and we are now seeking to channel the energy that has been generated on behalf of educational improvement.

In my view, any efforts we make must emphasize three basic goals if we are to be successful. Neither size nor setting should impede progress towards these goals, which are:

One, Assuring that all students emerge from our schools equipped with the basic skills required for productive employment;

Two, Enhancing the professionalism of and respect for the teaching profession; and

Three, Reaffirming the family role in assuring educational excellence.

First and foremost, our schools must equip students with those skills essential to everyday living and work activity. By this, I mean much more

than the offering of some assurance that individuals become minimally functional.

Reading a newspaper entails more than merely recognizing the words on a printed page. It also means being able to relate those words to one's own life, to evaluate critically their content, and to incorporate the material in a broader understanding of the human experience. Writing involves more than the construction of a grammatically correct sentence. Rather, it is a process of organizing and presenting thought. Likewise, mathematical skills should allow one not only to balance a checkbook, but to understand the consequences of overuse of consumer credit.

Observing that the primary function of schooling is to have students learn something is hardly startling--but we aren't accomplishing what we should.

Proposals to lengthen the school day or extend the school year have come into favor with many as a possible response. At best, such suggestions are premature. At worst, they miss the point. The critical need is not to accumulate more hours in school, but to utilize more effectively the time now spent. In school after school, complaints are lodged about the steady stream of paperwork, announcements, disruptions, and interruptions which eat into class time. It is not unusual for as much as 25 percent of each 55-minute class period to be spent on noninstructional activities.

In addition, student performance will not improve unless we insist that it do so. For whatever reason, we have lowered our demands on students, and students have responded in kind by reducing their learning effort. Homework assignments have dropped off, writing projects are nearly a thing of the past, and elective courses are consuming ever-larger chunks of student time at the secondary level.

As we look for ways to assure and measure achievement, we are in all likelihood going to find that time-honored techniques have not lost their punch. We have had the tendency to want to sugar the medicine with whatever new "learning aid" modern technology has devised. The attics of our nation's schools are bursting at the seams with museum-piece gadgetry ranging from the "teaching machines" of the early 1950s to the more modern talking typewriter. Past experience has made me more than a little skeptical about the latest miracle cure - the classroom computer.

I realize that I am swimming against the tide on the computer issue and that this is an area where many small rural schools feel they are operating at a disadvantage. However, it just seems to me that an in-depth knowledge of FORTRAN offers little utility to one who has not even mastered English. Moreover, the basic skills, reading, language, reasoning, and computation, are far more relevant to the work students will be performing later in life. Only an estimated seven percent of new jobs will be created in emerging occupations such as computer programming and systems analysis.

Another aspect of the national preoccupation with computers as the wave of the future which I find troubling is that it reflects a broader tendency to compartmentalize education. By this, I mean that we have all too often failed to establish a link between education and later work experience. A recent survey of employers shows that a large majority felt that high school graduates entering jobs in their businesses had basic skill deficiencies in a majority of job categories. The survey asked the same question of educators, 75 percent of whom indicated they believe the majority of graduates were "adequately prepared" for employment.

On the other side of the coin, we are also finding that many young graduates--armed with expensive college diplomas--are entering a labor

market which cannot productively use the skills they have acquired. Thomas J. Moore developed a thought-provoking six-part series for the Chicago Sun Times in which he explores the job gap. In short, the job gap is disparity between the number of college-level jobs available and the number of college graduates wanting to fill them. It is, as they say, an employers' market. An estimated 40 percent of college graduates now 29 years old have been unable to find work which requires a college degree. Choosing a degree in a field which is not already overcrowded offers an edge to certain students, but--as Mr. Moore observes:

> Any discussion of college majors must be tempered with the iron laws of numbers. No matter how shrewdly students choose majors, more than 40 percent of them will not obtain college level work. The totals will remain that way until the number of college-level jobs grows, the total college graduates are reduced, or both.

Students are ill-prepared by our schools to face this harsh reality. Perhaps time alone will restore equilibrium. Nevertheless, I believe this situation underscores the need to give even greater emphasis to counseling efforts.

I think it is extremely important that students receive the best information possible as they make critical decisions about work and further education. Moreover, we need to consider whether our current evaluation methods are adequate to meet this need. We have come to realize that the highly touted SAT is not necessarily the best indicator of either academic or occupational aptitude. Although we have placed progressively less reliance on SAT scores, we have not developed a substitute means for undertaking the assessment activity it was designed to offer. The report of the Carnegie Foundation, entitled HIGH SCHOOL, takes on this challenge. The report

offers what I believe is an intriguing proposal that the SAT be replaced with what is termed the Student Achievement and Advisement Test or SAAT. The SAAT would serve a dual purpose. Not only would it seek to provide information which can guide a student's choices regarding work and further education. Such an evaluation could be of enormous assistance in guidance efforts designed to allow a student to explore fully the options available.

A question equal in importance to what should be taught is that of who should teach it. The contribution of education to a civilized and progressive society cannot be overstated. Due to the central role which the teacher plays in the educational process, I consider teaching to be one of, if not, the most worthwhile pursuits one can undertake. As far as I am concerned, the work of teachers is far more important than my own job.

Unfortunately, I can think of no other profession in which work value and work recognition--both economic and social--are so badly out of sync. Jacques Barzun once noted that "teaching is not a lost art, but the regard for it is a lost tradition." If we are to attract and retain in the teaching profession those most capable of making our educational visions a reality, we need to move ahead without delay on several fronts.

First of all, there is a clear need to increase the base pay of all teachers. Study after study has pointed to this need. Coupled with the low esteem for teaching frequently found within the community, it comes as little surprise to learn that an estimated 25 percent of teachers are currently considering leaving the profession.

For some time now, we have heard much about the use of "merit pay" to reward teaching excellence. The merit pay concept is one that strikes a chord with many Americans. Most of us can remember a teacher or teachers who would undoubtedly deserve special recognition.

The development of a working definition and a system for actually awarding merit pay is another matter entirely. Based on my experience at the school board level, I am not convinced that merit pay can be properly and fairly administered.

Pay considerations are but one component of what I see as a basic need to enhance professionalism among teachers. The American public is going to be reluctant to foot the bill for across-the-board pay increases unless they have some assurance that average teacher performance is maintained at an acceptable level.

For one thing, I believe that our schools of education should be organized in a way which more directly relates teacher training to actual teaching experience. In addition, high academic standards must be maintained, particularly in those subject areas which the student plans to teach. States have the responsibility to assure that certification standards remain high. It is disturbing to note, for example, that the state of Maryland will certify as a history teacher a student with only six semester hours of American history. Upon graduation, beginning teachers should go through a period of probation in the initial years of work, during which time their performance is formally evaluated. Moreover, young teachers should have the benefit of advice and assistance from more experienced teachers during the probationary period.

Such a system would not only bolster public confidence in teacher training and competency, but could also serve as the starting point for the development of a "career ladder"--something which is now sadly lacking in the profession.

Several models have been proposed for structuring a teaching career in a way which permits teachers to undertake progressively more diverse work

and responsibilities. High pay is offered as a teacher progresses through the various career levels. I believe such models--along the lines of "Master Teacher" programs--deserve serious consideration. They address the problems of stagnation and the leveling-off of teacher salaries. At the same time, they offer advancement opportunities within teaching itself rather than maintaining current incentives to choose educational administration as the path to professional growth. Teachers can and should have a greater decision-making role in matters affecting their school.

Teachers do not operate in a vacuum, and the efforts of even our most competent and dedicated teachers can be frustrated in the absence of substantial community and parental support. Former U.S. Commissioner of Education Ernest Boyer has observed:

> Since the English Classical School was founded over 150 years ago, high schools have accumulated purposes like barnacles on a weathered ship. Today's high school is called upon to provide the services and transmit the values we used to expect from the community and the home and the church. And if they fail anywhere along the line, they are condemned.

If efforts within the schools are to succeed, a supportive environment outside its boundaries must exist.

This is an area where I think our rural schools operate at an advantage. In rural areas, the local school is the focus of a great deal of community attention. Local papers give extensive coverage to school activities, and everyone in town is pretty well aware of their school. Certainly, absenteeism is not the problem in smaller schools that it is in our urban areas. In general, I think rural communities do rally around their schools.

Of course, the outside environment encompasses a broad range of social, business, and governmental institutions. Education in the United States has

traditionally been locally based and locally supported. Of the approximately $230 billion in total education spending last year, only about eight percent was provided by the federal government. As one who believes that this decentralized approach has been one of the real strengths of our educational system, I have not been an advocate of a greater federal presence in education. It is clear that education is a national concern. The attention focused on education at the national level is, I believe, a very positive force.

Nevertheless, I am inherently suspicious that general infusions of federal funds into our schools will carry as well lengthy lists of federal requirements. Federal requirements are so often aimed at problems which have emerged in urban areas. Small schools have responded in a number of innovative ways to some of the requirements which have already been imposed. Cooperative arrangements have been developed among schools to serve handicapped children for example. There are, however, limits on the financial and managerial capacity of small schools to meet all the federal demands which could conceivably be made.

Moreover, a larger federal role would inevitably threaten the diversification which has flourished. Undoubtedly, the federal government has played an important role in supporting special needs, such as those of disadvantaged and handicapped students. Support is also provided for programs such as vocational-technical education, which was recently extended by Congress for another five years. I think we would all agree that these efforts should be maintained. Yet, when it comes to the basic delivery of education, to the hiring and evaluation of teachers, and to the adaptation of available resources to local needs, leadership must come from the state and community.

We have a tall order to fill as we work to maintain the high standards of education our country has always enjoyed. I do not in the least doubt our capacity to do so. What we are seeking was probably best summarized by John Dewey, who noted, "What the best and wisest parent wants for his own child; that must the community want for all of its children."

Where Have All the Heroes Gone?

Steve Miller

Head Track Coach

Kansas State University

You have to wonder why they would bring a track teacher to this thing, wouldn't you. I taught at a high school in Illinois that had 7,300 students. I thought Shawnee Mission East was a small rural school when I came here. I didn't realize they got quite as small as they do. I went throughout the state and did a lot of speaking for Kansas State, particularly about athletics, and I learned a great deal about the state. It has been a very interesting experience for me.

There are two things I should tell you before I begin. One is I am not used to standing in front of a microphone because I like to move around. When you teach in Chicago for ten years you find that if you don't move around you may in fact get hurt. If I turn from side to side from time to time, please forgive me. The second thing is that I have a tendency, if I am not careful, to talk very fast and when I get excited I can talk rather quickly because I didn't think I would live this long. I want to get everything in before my time comes.

Things are not always the way they appear. I hope that the information I share with you tonight in regards to heroes is something you can apply to the students you deal with and the people you deal with. I have found over the years that things are not always the way one perceives them.

Three years ago my wife and I went to Stanford University to give a presentation. We got off the plane in San Francisco and were waiting for someone to pick us up and it was raining tremendously hard. We walked underneath an overhang where there was a blind man with a seeing eye dog.

The man stepped out in the street when a car was coming and the dog pulled back on him. I had never been that close to that and was fairly amazed that the dog had that perception. I was going to say something, but I didn't. We stood for a few minutes more and the dog lifted his leg and urinated on this man's shoes and ankles. I felt that because it had been raining that maybe he was going to have a hard time identifying with that and I thought I should say something, but decided not to embarrass him. Soon after that he reached into his pocket and gave the dog a cookie. When he gave the dog a cookie, I became upset and I tapped him on the shoulder and said, "Excuse me. I don't want to embarrass you or cause any problems, but the dog just peed on you and you gave him a cookie." He said he wanted to find out where his head was so he could kick him in the rear end. So things are never quite the way they appear. So when you see a situation, you can't always be sure what you are seeing. That was not a true story.

When you talk about heroes I think we have gone full circle in our country with heroes. I remember watching Butch Cassidy and the Sundance Kid and remember people saying, "What great guys. Look! They rob banks and kill people. Aren't they really wonderful?" There were just two great actors playing those two parts. We have a strange sense about us when it comes to heroism and one would wonder what being heroic is really about. (I think we see prestigious people in the athletics, people making a lot of money, professional athletes, the college athletes, international stars, and the Olympic games.)

I saw Carl Lewis this summer at the Olympic games when I was privileged enough to go as a technical advisor for the United States team. Joe Douglas' manager and I shared a room one evening not too far from the campus of USC and he told me that he thought Carl Lewis would make over a million dollars

this year as an amateur. One would have to wonder where we are with that. In 1965 I signed a professional football contract to play football with the Detroit Lions. I signed my name to a contract that gave me more money than I made the first eight years that I taught school. Once again you have to wonder where the equity is. You have to wonder where we put our priorities. We think of heroes as people who accomplish great deeds.

I gave a speech several years ago at a hotel in Oklahoma City. There was a young man there who was a director of athletics in a small Indian school. He had an athlete that played linebacker for his team and fullback on offense. This player had an opportunity to go to any college in America. He was recruited all over the country and he was really an outstanding athlete. When the boy turned eighteen he chose to go into the military and a year later went to Vietnam. He was there two weeks and was shot and killed. They brought his body home and made preparations to bury him. Everyone came to his mother and said, "What a terrible shame that this gifted young man who could have done anything has to be buried." His mother's reply was, "I really don't see it quite that way. What I see instead is a young person that had the vision and the ability to make a commitment to something he believed in. He lost his life. He didn't have anything else to lose. He gave everything he had to something he believed in." I wonder if we as eighteen-year-olds could have done the same thing? There were a number of eighteen-year-olds that did. Not heroes by the sense of what the word usually means, but I think they had to be pretty heroic. I have to think that someone to have that kind of courage regardless of the outcome is a hero.

We have a young girl on our team from a little tiny 1-A school. When she was in high school she ran the 2-mile in 11 minutes. She was the state

champion in 1-A. We talked about the possibility of recruiting her, but we weren't sure what kind of college athlete she would be. We did recruit her and last year she ran the fastest 2-mile in the United States of America for a female. She must have had a good coach. She did a fabulous job. (Someone who would change tremendous acclaim and fame in athletics is related to as heroic.)

There are more kids competing in sports that don't make the grade. In the 1984 Olympic games I saw the girl from Switzerland coming into the stadium in the marathon twisted over and her body racked by lactic acid and she was having a tough time continuing. The human spirit is overwhelming. I think she finished 46th, but that was one of the most stirring things I have ever seen. I have been around athletics for 20 years. I was awed by it. The people sitting by me were crying. She didn't win, but wasn't she a hero?

In 1969 I was in Missouri giving a presentation and I was asked to go in and listen to some speakers speak from the Fellowship of Christian Athletes Group. A man named Paul Anderson, who was at one time considered to be the strongest man in the world, got up in front of the group on a large stage with a large log. The log had two spiked nails hit about halfway into the log. He wrapped his hand with leather and with an unbelievable force drove the nails into the log. I was impressed. A few minutes later they wheeled out a young man in a wheelchair. His name was Brian Sternburg, the world record holder in the pole-vault at one time. He became a quadraplegic in an accident on a trampoline where he fell off and broke his neck. Brian came on the stage and on the edge of his wheelchair on a tray there was a styrofoam cup filled a quarter of the way up with water. In what seemed like minutes, and maybe even hours, he reached for the cup and brought the cup to

his mouth. The question one would have to ask is, who between the two of them was the strongest? Who had the greatest heart? We can't determine heroics and success by the size of this (muscle). What is going on in your mind and heart and the size of those two is what will ultimately determine heroism.

I had an athlete at Cal-Poly named Bart Williams. He was a young black man from California who was an intermediate hurdler. We went to a meet at UCLA and he ran the intermediate hurdles; one time around the track and over ten hurdles. He ran it in 49.4 seconds. That was the fastest time in the world. The next week we went to USC and ran a race. Bart was winning the race when he got to the 10th hurdle and fell. The following week we came out to the Drake relays. The Drake relays are one of the great Midwestern meets. There were 20,000 people there on a Saturday. Bart ran around the track and was winning the race easily and got to the 10th hurdle and fell. The next week we went back to California and went to the West Coast relays and I told Bart to take it easy and not run real hard because he was much better than anyone else there. I told him to just get through the race. He got through the race a winner and went over to the awards stand to get his award. They said he was disqualified because he had dropped his leg below the hurdle on the last hurdle. He didn't win. We got back into the car and Bart told me he was going to quit and not run anymore. I told him I was surprised it took him this long to give up. I would have quit a week ago. A week later he said he wanted to give it another try. He didn't want to give up. We went to the conference meet two weeks later and he won the 100, 200, 400, and anchored both of our relays. He was awesome. We got ready to go to the national meet when I got a call from our trainer and he said Bart had pneumonia so Bart couldn't go to the national meet. That was the end of

the season. A year later in 1980 Bart came up to me after he graduated from college and said he wanted to try out for the Olympic team. I said it was possible. We trained and trained and he made the 1980 Olympic team. Then they cancelled the Olympics. In two years he had made a complete fool of himself in front of 70,000 people; then when he had the opportunity to redeem himself and go to the Olympic games, it was time out, out of bounds, finished, no Olympic games.

That was not a very heroic story. It was nothing special and nothing else happened. I think Bart Williams is a hero. No one in here knows who he is because heroism is not in the ultimate attainment. Heroism is in the struggle. It is in the day-in and day-out commitment to excellence. Heroism is standing in the field and waiting for the rain. Heroism is standing in the field and waiting for the rain to stop. Heroism is making it from day to day and from week to week. I happen to think the young people we deal with in our country are tremendously heroic.

I watch kids on a daily basis get up at five or six in the morning before the sun comes up and I watch them run, repeat quarter miles, repeat half miles, or go out for 8- or 10-mile runs. They are not going to be NCAA champions and they are not going to be Olympic athletes, but we must respect their commitment to excellence and recognize their heroic attitude. Heroism is the struggle. Heroism is the attempt to be as good as you can become. How one perceives that heroism and how one gets to that point is very relative. It differs just like the man with the dog. Sometimes what appears to be one way is not always that way.

I'll bet there is a handful of heroes right here. People who would get together to spend the kind of time and energy to try to improve an

educational system or get together for the best interest of our students and young people have got to have a commitment to excellence and be heroic in nature. That desire to achieve and the desire to be successful comes from a lot of places.

I will leave you with a story that always affected me and told me a great deal about perspectives and heroism. There was a man who coached football at Notre Dame University named Frank Leahy. When I was a young boy, I used to go to Michigan City, Indiana, where Coach Leahy and his family had a home near Lake Michigan. He had seven children and one of the boys was my age. We would spend a lot of time together. We loved to go downstairs in the Leahy home because they had a locker room downstairs. Of course all of the Notre Dame football players would come over and play catch on the beach. They were always so big and I never thought I would ever get to be that big. I was always in awe of those people.

One day I heard a story in the household that has stuck with me ever since. Several years during Coach Leahy's tenure, they had a team that was an undefeated football team that had an opportunity to go to California and play Stanford University in what would have been the national championship. At the time they were going by train so the ride was rather lengthy. Frequently they would go to the games a week in advance. Coach Leahy got a telegram one day that said one of his players' fathers had died and they would be leaving in another four days. They would understand if he didn't come back for the game. He said he would be back for the game and he wanted to play. Coach Leahy said, "Fine, just take care of whatever you have to take care of and we will see you later." They got to the train and the young man said to Coach Leahy that he was back and wanted to play. Coach said they would talk about it as things went on. Days went by when they were

practicing for the game and the young man kept on bothering him. Coach Leahy got together with his assistant coaches and said he was a fine young man and an honest hardworking young man, but he is not much of a football player and as a result the possibility of us playing him is very slim. The young man was very insistent before the game and Coach Leahy said, "If we lose the coin toss and we kick off, I will put you in under the kick off." Coach Leahy is not a very dumb guy. He said this guy seems to be very enthusiastic. I think we will leave him in here just a little longer. A little longer turned into the first quarter, second quarter, third quarter, and fourth quarter. When the game was over everybody was going wild and carrying the players and the coach off the field. They get into the locker room and he sees the young man sitting at his locker. He said, "I can't understand how you could have played so well. You have been here for four years. You have been an enthusiastic guy and a wonderful person, but never have you played football like this. Why?" The young man said, "Coach Leahy you know my father died and he was blind." The Coach said, "Yes, I know he was blind, I remember walking around the campus and seeing the two of you arm in arm and you telling him about this and telling him about that." The man said, "Well, Coach Leahy, today my father saw me play football for the first time." That is truly heroic.

A Report from Washington

Walt Turner, Associate Executive Director
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Many of you here I have worked with over the years when I used to be in Colorado and even in Oregon in the old small school program. Many of you are no strangers. It is very difficult to lie or tell things that probably are not true because most of you have been experienced in some of the same areas.

One of the things that most of you are getting tired of now is hearing all of the political speeches that we have had and now my topic is on the federal scene. You have heard all of the political speeches from both the congressional and the presidential. Flying out on American Airlines I found a quote in a magazine saying that if we look back to 1776 we see that the nation dedicated itself to life, liberty, and the pursuit of happiness and now 208 years later we are dedicating ourselves to the pursuit of trivia. That is not tied into the election, but it could be perhaps.

As the time gets near for the political election, one of the concerns that most of us have in education is how well the various parties are going to support the education programs that we have. Even though we know so well that no matter how much money is put in, it probably won't equal much more than between six and seven percent of our total budgets, but it does have a great impact on what types of things you are doing within your particular schools. Kansas, being in the middle of the nation, probably gets the impact as soon or sooner than many of the neighboring states. You have been graced by the fact that you have good political leaders in your state at the national level.

I think one of the things we try to do as an organization of the school administrators is to provide a lot of information to many people in the congressional and the federal offices. If we look at the budget that was just approved, we see that the present administration does not necessarily support education in the fiscal manner that prior ones have done. The President's budget for 1985 was $15.4 billion and the Congress passed a $17.6 billion budget. The Ninety-Eighth Congress did approve this amount of money. Within that there were nine reauthorization bills and twelve new pieces of legislation.

Some of the current reauthorization legislation that is vital, not only to the small schools, but to large schools as well, particularly within this state and many of the others in the Midwest, was the Vocational Education Act. Authorization means the amount of money that Congress passes but does not put into the appropriations. Appropriation authorization means that they could appropriate up to $950 billion, but they appropriated $731 million for those particular programs. That was one of the reauthorization programs they did. Another program was impact and aid and that was to the tune of $695 million. The impact today does affect a lot of you. Another bill was the Women's Equity Act at $6 million. It might be small, but it still provided for some training with the women programs.

One of the new important pieces of legislation is PL-98-377. One is the math and science legislation. That was funded a very minimal amount of $187 million. I had calls from the Department of Education to stop the idea that we are ready to contribute the money because obviously we aren't yet and we have to get organized. At least there is some money for the math programs. Another is for magnet schools. There is $75 million. In that particular legislation it would be distributed to local school districts for

training programs for teachers and administrators, but basically it is to retrain some of the teachers we have in the public schools. Another piece of legislation that didn't get approved and has to do with authorization levels but no appropriation level, a bill that AASA in conjunction with several others sponsored, was leadership in educational administration. This bill is vital when you realize that over fifty percent of our administrators will be retiring in the next three years. We are going to be losing a lot of administrators. We have to have appropriate training of these people, keep them up to date, and make sure that they have the background necessary to carry on in our modern technological society that we live in. That bill was authorized, but no appropriations or funding was made. It may be funded in this next session. There were several programs that were funded and are worth mentioning on the particular programs where they had some of the merit scholarships. There are no appropriations given, but the federal government is going ahead with making sure some of these award programs are put into being.

One of the things that we focused on and wasn't necessarily mentioned before is that AASA and the REA and others, about three years ago when the report on excellence was given, had a whole report that was written and turned in to the Committee on Excellence. I don't believe that report ever received any publicity at all. We published it and some of you have copies if you are superintendents, but not much publicity was given at that time for that particular report because it was the only rural report that was given to that committee. If we go back and take some of the things from our speaker this morning, one of the first things that was mentioned on that report from the committee is that we need adequately trained teachers and administrators.

Talking to Bruce here at dinner, sometimes the practicalness of what we are talking about for small schools does not apply at all to the larger schools. As most of you know, we have a limited curriculum which means we have a limited type of program we can offer if we don't have the qualified people for the certification requirements. I can remember being on the first committee Oregon ever had on teacher certification and the colleges and universities wanted to put a restriction on. We could always find one subject area, but to have that teacher teach in the secondary subjects in which they may or may not have been certified was almost prohibited.

So when you look at the small schools around the country, you are going to have to make provisions at the institutional level or at some level of the state so that it isn't prohibiting the small schools to make offerings that couldn't be done unless this was somehow corrected. Also, there are lots of ways to deliver things besides just by the teacher. I know of several projects in Illinois and I know you have some here where you use telecommunications between radio stations and the various media that you have. One teacher can be in one district teaching several and get the certification by the state department for those types of programs. I don't think this is out of line at all because you have people at the local sites without the qualified teachers who are certainly qualified to help implement those programs at that level.

So there are many things that can be done, but most of the people who have been in these programs for years really don't consider the types of certification and how innovating types of things can be done to make that program quality oriented for the small schools. We need adequately trained teachers and administrators all around the country. Teacher salaries need to be much better than they are. If you look at the type of people we are

getting in the undergraduate program, it is not the top person. Do we want that? Education makes the United States what it is today. Do we want those types of people teaching? Dealing with the tax dollars, we have to get those salaries up high enough before we can even start talking about merit pay. We can't pay someone merit unless they are making enough to make a living without moonlighting. So you have to pay teachers enough before you can implement merit pay systems. That has to be done whether it is out of tax money or some other means. The federal government can't always do that. Do you want some of the people that are entering teaching administering your schools in the future?

The next area that was mentioned was the opportunity to develop rural relevant curriculum. I think this is vital. I don't care what curriculum you have in other schools, the rural schools really have to have curriculum that are oriented towards their student body. It isn't fair not to have that. I am glad to see a lot of universities are starting the center such as you have had here for a number of years. Not enough of them do. You have to have the curriculum that meets the needs of the rural students and it has to be developed by people such as yourselves and the teachers within those school districts.

This is why you have to get a consortium together. No one person can do it alone, regardless of size. You certainly must work together at the universities, state departments, and the various school districts. If you don't do that you will not develop the curricula that you need. We had a summer small school conference where we had about 240 people attend last year and within that program we had many of those which are innovative curriculum types of programs. Where there is a problem there is a solution.

Anytime you have a problem out there, someone else has solved it. That is why you have to establish your networks.

One of the other areas that we have come up with is a national network somewhere has to be established. It has to be established for exchange of ideas. I really think we need to get that together even if it is a consortium of all these organizations such as REA, AASA, or the school boards because if we don't nobody is going to do that for us, for the small schools. Forget the strife, forget the jealousies we have had over the years and let's start working together as a group to have things in education that we can be proud of. There is a solution for every problem we have and if we have consortiums to do this then you can tune into that and at least get some ideas that you can take back with you and use in your particular school or school districts. We are starting to do this now, but we really need the emphasis of the local districts and local communities in order to carry this out.

We really need the continual assessment factor of what are the needs of the rural student. It isn't that they used to be moving from the rural areas into the suburban/urban areas. That isn't true anymore. In fact, it is the other way around. We need a relevant curriculum on what is happening in our country, what our gross product is, and what types of things we are doing in a modern technological society. We have to be prepared for this. whether it is in rural, urban, or suburban. We have to develop the type of curricula and we need to know the assessment of the types of businesses that exist in those communities in order to do that. These are some of the things that our small school people have come up with.

We talk about long range planning, but by working with long range plans a lot can be done. From year to year we always hope the senior class graduates because they are all the problems and we hope that such and such was off the

school board because they cause us problems. But, when it comes right down to it, we need some long range plans that we are continually working towards. One of the reasons we are in this healthy predicament now is because we didn't have good long range plans. We developed them over the years, but no one followed them. Some of our needs are long range plans that are continually updated and updated to the place that the common person can understand them. We can do some of these things from all of the various levels.

We need to have a sensitizing at the national and the state level of what is rural. I continually fight this at the national level. What is rural? What is a rural school? What is a small school? This involves over a third of the students in this country and yet we still have to fight to say things aren't quite the same as in the legislation being passed. Remember the rural South is different than the rural Midwest and the rural Northwest. There is a different population and a different type of problem. In rural it is hard to draw all of these things together.

Most of the consolidations are finished and you need to start working together, whether it is in districts of 300 or 2,000. Then, you can start solving your problems and become one. There are a lot of school districts across this country that have one superintendent who handles three or four districts. A study out of the University of Minnesota has found over two hundred of these districts. Maybe there are some management things we can do and do a different way than we have before and produce more in some of the smaller districts than we have ever had. We need spokesmen. We don't have people that necessarily speak out for rural and when we speak out for rural we speak for all kids regardless of where they are, but we are still speaking out for the rural constituency and we have equal funding for all these programs whether they are at the state or national level.

A study was made on equal types of state legislation for bussing or whatever and found that there was a very disproportionate amount across the country as far as types of programs each state had. Each state needs to assess the needs that they have as far as all of the population and the delivery systems for those populations. A careful examination was made of the impact of decreased federal funding in rural areas. Rural areas can really use the federal dollars more than some of the larger districts. It takes only $1,000 in small districts to make an impact. They can do a lot of things they couldn't do before whereas the $1,000 in some other areas wouldn't mean as much. The impact of rural on the federal funding makes a difference. Since the block grants have been put into effect, the rural districts have been treated much better at the federal level than they had before, but unfortunately, as you can see by the present funding structure, the present administration would like to do away with those things.

Then, we need the encouragement of cooperative efforts. Those agencies preserve your local control and it doesn't take away the power of the local school district. It makes it possible for those local districts of given sizes in different states to remain their own boss and their own local type of thing with their local school board. These are the types of things a lot of the state legislatures are looking at now and in many cases are taking a close look at and implementing the ideas of these cooperatives. I realize you have a lot of volunteer ones in Kansas, but maybe they could be doing a lot more for you in local districts. You have to look beyond your local district. You have to help your neighbor. This is difficult to do because the outside expert is always two districts over. Your neighbor is your source of strength. I think it is great you have all of the rural people in Kansas. Many states have not done that. Through the administrative

organization you have a strong small school group, but it is not dominating over the rest of the organization at all and for many years that organization did not even recognize the small rural school.

We have to start meeting those needs with all of us working towards the common goal. That is why you need the long range plan of where you are going. We have to be careful of a few things. We had a legislative conference in Washington D.C. the first part of September and we had Jerry Falwell on our program and John Buchannan, who was the opposite of Falwell. Falwell is a slick oil salesman and he can talk people into anything. At one time he stated that this fundamentalist group will have eventually more schools than the public education system will have. That may be true, but we had better not let it happen because if we do that means we are giving up on our public schools. Our public schools will always be and always have been the backbone of our country. You are the people who have to work to make sure that these public schools are already there and are going to stay there and be the best schools that any country in this world can have. They are now and they are going to stay that way. We have to fight a lot of these things from fundamental schools.

60 Minutes had a program which was focused on the state of Maine showing one school which was a very excellent school where they went along with the state certifications. They had, like you have, the North Central Association types of involvement and evaluation. Then they had another school where students were programmed from an organization from Texas. This organization showed pictures of the textbook materials and the various types of things that were being taught. They had an assembly line production where if you wanted to start a school with six students, they had boxes of books that they would ship. They put the American flag out and when a student was in

there and wanted to ask a question they raised the flag and the teacher came to aid them. This is really scary if you think about it. Talk about a controlled curriculum.

I have a quote from the Council on Independent Schools written by their editor. I usually don't read it, but I think this is worth reading. "Pastor Bob and his 22 students gathered in the basement of a church which is hastily outfitted with an oversized American flag, an outdated world map, an ancient set of encyclopedias, and collection of desks. Students in grades one through ten diligently pour over program workbooks produced by well-heeled cynics who know how to work with the lucrative racket of promoting religion, patriotism, and capitalism under the banner of Christian education. Pastor Bob fights state certification. His graduates are denied admission to colleges, but no matter, "they are in the Lord's sight." If you are on the firing line at all times, you have to fight this. What he is saying is that you may think you are on the wrong side because of how it is presented. We have to fight those types of things because if we don't, they will take over many of our aspects of the public schools.

In federal legislation we will still have the tuition tax credit issue and the voucher system put before us with the present administration. I think we need to continue to fight this. We have legislative networks that have contact with various people within your agencies to fight these issues. At the same time, all of us have to work whether it's the teacher organizations or whether it's the administrators or the principals. We do work in Washington D.C. in a forum group which is composed of all of the teacher organizations and all of the administrative organizations. We do fight for the rights for the public education system.

In summary of my remarks, I think you as the practitioner have to be the guardian of the public structure that we have. Only in a public education system can we have our country as it is and how we want it to be.

A Profile of Women in Rural America

The purpose of this presentation was to discuss the issues and concerns related to women in rural areas of the midwestern United States.

Background

Rural, farm and small town women who were born between 1910 and 1935 have lived through the most rapidly changing technological, economical, and social period in the history of the world. Many of these women were first or second generation immigrants. They lived through two wars, a great depression, a changing education and employment structure, a changing family structure and now a drastic change in the economic structure.

We are now encountering the third and fourth generations of women--grandmothers to teenagers who are the victims of this rapidly changing society. What are some of the major problems and issues facing rural and farm women?

Some General Facts About Rural Women

- Over one third of our nation's elderly and one fifth of our single heads of households live in small towns or on small rural farms.
- Approximately 50 percent of the rural women who are widowed, divorced or single heads of households and who live in small towns and rural areas live in poverty.
- Transportation is almost non-existent. This affects women's opportunities for jobs, education, training, health care and other services for themselves and their children.
- Approximately 60 percent of the elderly women and single heads of households live in substandard housing in rural areas. Many do not have an adequate water supply, indoor plumbing, transportation, adequate heat/cooling/insulation, as well as food and medical care.

- Women 65 and older account for 60% of the older population, and 70% of the "old-old" population. Approximately 80% are living on S.S.I. or one half of their husbands social security.
- Women and their children are the fastest growing poverty group in the United States. Most of them are working at entry level jobs that do not provide security, pensions or health benefits.

Schools as a Primary Resource in Small Towns and Rural Areas

The educational leaders in small communities can be one of the most effective groups to provide direction, expertise, leadership and opportunity for the entire community.

Rural schools provide a nucleus of professionals that have access to a great deal of Federal and State data which could lead to grants, projects, programs and community activities. This leadership can impact on the health, economic development, education and training, and general growth and life of small towns as well as small schools.

Major Educational/Training Needs of Women in Rural and Small Town Areas

- Women should be counseled from infancy through high school and college that approximately 60% of them will be single heads of households sometime during their life span.
- Women should be counseled into all types of training and education. Women's typical jobs pay 40% less than men's.
- Women need to be recruited into nontraditional or "men's" typical fields.
- Small schools should develop educational programs in health care, child care, nutrition and consumer education.
- Small schools and communities could cooperatively use Federal and State grants for training and development, which would benefit all people.

- Small schools need to reassess their education/training responsibilities for the following groups:
  - adults who need education/employment
  - youth who have dropped out of school
  - women who are single heads of households, widowed, divorced and elderly
  - all older citizens
  - minorities
  - disabled
- Approximately 50% of all farm and small town women and 45% of all men work at jobs other than farming.
- By the year 2020, one fifth (20%) of our population will be over 65 years of age.
- If poverty of women and children continues to grow at the present rate--by the year 2000--women and their children will constitute 90-95% of all persons in poverty.
- Older citizens are a tremendous resource that small and rural communities should be using.

School personnel in small towns and rural areas can provide the most viable resources for helping communities to grow, develop, thrive, and increase the quality of life of all its residents.

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Are Teacher Career Ladder Plans Feasible in Rural and Small Schools

Rural and small schools have difficulty in recruiting academically able and talented teachers, recognizing them once they start teaching in the district, and retaining them in the teaching role. Career ladders have been proposed as one way to address these issues and retain outstanding teachers. A career ladder is a plan which provides a variety of stages in a teaching career with different duties and different pay at each stage.

Career ladders have been proposed by a number of educational organizations and state education departments. Common features in these career ladder proposals include three or four career steps in the ladder, predetermined criteria for advancement to a new step, objective evaluation procedures, the opportunity for teachers to accept new roles in the higher steps (including involvement in the development of preservice and inservice teachers, curriculum development, staff development programs, research, and other professional activities), and stipulations for certain certification and training as requirements for advancement to certain steps in the career ladder. A number of advantages exist for individual teachers and for school districts if career ladders are adopted.

A number of issues may affect the success of career ladders in school districts and should be examined carefully. These issues include: (1) role definitions for teachers, (2) redefinition of administrators' roles, (3) school management and decision-making, (4) funding, (5) evaluation of teachers, (6) continued training for teachers, (7) union support, (8) legal issues, (9) tenure and certification, (10) release time for teachers for other professional duties, (11) performance accountability, (12) proper planning, and (13) evaluation of the career ladder.

Before career ladders can be implemented in rural and small school districts, several things would have to be done. These include: (1) school board members, school administrators, and teachers need to recognize the problems of attracting, recognizing, and retaining outstanding teachers and be committed to deal with the problems, (2) school personnel need to become informed about career ladders, (3) school personnel need to develop a career ladder model for their particular district, (4) potential problem areas mentioned above need to be addressed, (5) a transition plan needs to be developed so that there is a smooth transition to implementation of the career ladder plan, (6) the career ladder plan then should be enacted, starting with the transition plan, and (7) the career ladder plan needs to be continually evaluated so that modifications can be made to correct any problem areas.

Many benefits can be gained through career ladder plans for teachers. Careful thought needs to be given to the issues identified above so that the full potential of the plans can be achieved. Rural and small school districts need to be committed to improving the conditions of the workplace for teachers, carefully work out a career ladder plan, and arrange for the appropriate resources and other arrangements.

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A Vehicle to Excellence in Rural Education

Rural school systems must organize and in many cases reorganize personnel development programs with attention given to the delivery of necessary knowledge and practices which will enable educators to better meet needs of students and community concerns while satisfying participants and meeting state standards for funding.

"Inservice - A Vehicle to Excellence in Rural Education" is geared toward helping designers of inservice with selection and adaptation of existing models to suit the needs of the school system and teachers.

Several working inservice models will be presented for examination. Problems inherent in implementing them will be discussed by the presenters; then participants will be given opportunity to critique the models and describe workable modifications for their school systems.

In summary, the major goal of the workshop is to identify relevant components of models that will facilitate successful implementation of inservice education programs in rural education settings.

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Caring for the Least of These

(Children in Very Small School Districts)

The development of the local school district in the midwest, specifically Iowa, is followed from when it was a territory to 1980.

Nine small towns and rural areas in six different counties, located in different parts of the state, were arbitrarily selected to be studied. The type, size in square miles, and enrollment of their local school districts before World War II are compared. Changes during the compulsory school district reorganization stage of the 1960's is reported.

The nine rural districts became six units with areas ranging in size from the size of a township, 34.4 square miles to 144 square miles. In the 1960's, each had a K-12 enrollment of over the 300 minimum students but by 1969 only one had more than 300. In 1982 the range of their K-12 enrollment was from 197 to 288 students.

The percent of the local school districts with K-12 enrollment of less than 900 students which have certain subjects and extra curricular offering is given, comparing Iowa with a national sample, from the Barker and Muse 1984 study.

Finally, the average score on the Iowa Test of Educational Development made by each of the four high school grades for each of the six school districts is reported for 1982. These scores are given in Iowa and National norms. In the 24 comparisons the six small rural districts are above the Iowa 50th percentile fifteen times and range from 56th to 99th percentiles on national norms.

The caring for the education of all the children, the least in enrollment as well as the most, it was concluded, continues to be a family, local and state responsibility. These six small rural districts are investing, in

most cases, more than two-thirds of their neighboring districts in the schooling of their K-12 grade students. Their achievement, as measured by the ITED, is superior to most districts in the nation and generally better than most Iowa schools. At this point, the families, community and state of Iowa seem to be caring for the least of these, the children, in the very small rural school districts of Iowa.

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Colleges Can Assist Rural Schools - The Center for Rural Education and Small Schools in Nebraska

During the summer of 1983 the Center for Rural Education and Small Schools at Kearney State College was approved by the State College Board of Trustees. The support for the Center was provided by representatives of the Nebraska Rural Community Schools Association and others representing small schools. The proposal was patterned after the Center for Rural Education and Small Schools at Kansas State University. The presentation will focus on the major activities of the Nebraska Center for Rural Education and Small Schools plus other activities at Kearney State College designed to assist small rural schools.

Activities of the Center to be reported include an assessment of the major needs of schools in Nebraska as perceived by superintendents and school board presidents, assistance in planning the Annual Spring Conference for the Nebraska Rural Community Schools Association, publication of two newsletters, co-sponsoring several workshops, planning additional research in staff evaluation, the management of reading programs in small schools, and planning a summer seminar for teachers in schools that are assigned rooms with multi-grade levels.

Another major activity of Kearney State College and the Center has been involvement with the Mid-Continent Regional Laboratory in Project Innovative Curriculum. PIC is a curriculum development project involving five rural schools in central Nebraska. Frank Shaugnessy, superintendent of the Trumbull Public School, will report on the purposes and progress of this project.

Other activities of the college designed to assist rural schools include the following:

- A cooperative project involving Kearney State College and the Holdrege

Public Schools aimed at giving south-central and western Nebraska teachers and elementary students the opportunity to develop skills through microcomputers.

- Project Quantum is a cooperative project for Kearney State College and three Educational Service Units in Nebraska. The project is to explore the feasibility of a program that allows for the development of criterion referenced institutional objectives for various subject areas of the school, as well as the development, scoring, and analysis of examinations designed to match these objectives.
- An expanded campus offering utilizing three sites for the program in educational administration available through Kearney State College.
- Cooperation with local school districts and the educational service units in a wide variety of courses and seminars provided with college credit through Kearney State College.
- Co-sponsor for a one-day workshop designed to assist counselors in selection and use of vocational guidance instruments.
- Co-sponsor of a week long "Good Life Conference" designed to consider issues as stress management, lifestyles, etc. for teachers, administrators, and other school personnel.

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Curriculum Development for Rural and Small Schools

The need for an organized, dynamic curriculum exists in all school districts--both urban and rural. However, the very nature of rural schools and the problems faced by rural education suggest that the mechanisms for curriculum development may need to be different or at least redefined in order to allow rural and small schools to operate at their maximum potential.

A model that many rural and small schools have been using in Kansas, Nebraska and Missouri involves eight steps. They include (1) identification of school goals, (2) creation of subject goals, (3) creation of scope and sequence charts, (4) identification of competencies, (5) creation and compilation of curriculum guides, (6) identification of instructional objectives, (7) curriculum evaluation and (8) curriculum revision. These eight steps are labeled The Eight Steps of Curriculum Development. To implement these eight steps, a curriculum leadership hierarchy has been utilized. Critical leaders involve the superintendent, curriculum director, committee and subject area committees. Building-level administrators play an important role in assisting teachers engage in curriculum development. Parents, students, lay people and school board personnel need to be involved but do not have a direct hand in creating the curriculum materials.

The curriculum model and leadership hierarchy must be thoroughly understood by the curriculum leaders of the school to be successful. Those superintendents and building-level administrators who have used this approach recognize the strengths and limitations of this approach. Those who have used this approach recognize that the direct and heavy involvement of school personnel builds commitment and leads to greater utilization.

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Educating Minority Students in Rural Schools

Out of a total student population of about 5,400 students, Unified School District No. 457 in Garden City, Kansas, has a 27% minority count. About 22% of the students are Hispanic and 4% are Asian-Americans, including Vietnamese, Cambodian, Laotian, Hmong, Chinese and Korean. The other one percent is composed of Blacks, Asian Indians and Iranians. Although not all of the minority students are limited in English, over 700 students, grades K-12, need English as a Second Language (ESL) learning activities. The goal of the bilingual/ESL program is to help students learn English as soon as possible in order to be able to function optimally in the regular classroom.

At the secondary level, ESL classes are offered at both junior high schools and the senior high school. Students knowing little or no English are scheduled into three hours of ESL and are mainstreamed into art, music, physical education or other classes in order to have association with American students and typical English. Next year we hope to institute a series of intermediate classes for students who have completed ESL for one year. These students will take special ESL classes in language arts, science, math and social studies. The classes will contain content material from these subjects, but will be taught at a level that a person with one or two years of English can profit from and understand. Students who master English at a higher level will go into regular mainstream classes. The Language Assessment Battery is used to determine level of placement.

At the elementary level, students may be placed in certain designated "bilingual" classrooms in three "target" schools. In reality, all the classes are geared to teaching English as a second language. Teachers in these classrooms are supported through inservice education, teacher aides, and materials allowance; and they are recruited partly on the basis of their

background with minority students. Due to the large numbers of limited-English students and overcrowded schools, however, many students are placed in "regular" classrooms in the four "nontarget" schools. The bilingual/ESL program attempts to support these classrooms with materials, a roving resource person, shared teacher aides, and district inservice training which is available to interested teachers.

All schools are given help through the bilingual/ESL program in testing, grade placement, interpretation, translation and home contact in the several languages in which personnel are available. The bilingual/ESL office regularly handles 20-30 requests a day for help in these areas. Unified School District No. 457 also established a migrant education program which serves many of the minority children. Most of the costs for these programs are borne by the district; also, some money is received from state and federal sources, including migrant, bilingual and refugee program monies.

Unified School District No. 457 has a growing student population with two new elementary schools projected for Fall 1986 and Fall 1987. The percentage of minority students continues to grow at an even faster rate than the total student population. The number of different language groups is now at 10 and also continues to climb. Unified School District No. 457 is in the process of examining the educational services available to minority students and their teachers with hopes of continued improvement in meeting the needs of this large group of students.

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This paper is based on a descriptive study of seven rural high schools in North Dakota and a survey of twelve additional schools. The study's design was primarily qualitative, emphasizing observation and interview techniques. The descriptive method utilized in the Carnegie Foundation's study of secondary schooling (recently published as HIGH SCHOOL) was the model for the North Dakota study. Study teams each composed of three persons, all briefed in the techniques of qualitative research, were assigned to each of the schools. Prior to study team visits during the winter of 1983, each school's principal sent descriptive data to the study team including basic enrollment figures, general characteristics of the faculty and community, curricular offerings, extra-curricular activities, handbooks, student records and media stories. In the featured high school, the study team obtained school climate survey data from students, teachers, parents, school board members and administrators. Located geographically throughout the state, the seven schools had student enrollments ranging from 40 to 140 in grades 7-12 or 9-12. Interview questionnaires were used for each of the population groups interviewed: (1) students, (2) teachers, (3) administrators, (4) community representatives including parents and school board members, and (5) graduates of high schools. Where possible, all teachers, administrators and students were interviewed. Samples were selected, usually by the school's administration, where interviews with everyone were not possible. The team members also observed classes in session, extra-curricular activities, student and adult behavior outside the classroom, and school/community activity in general. Finally, descriptive reports were written for each of the seven schools.

Perspective/point of view

The rural nature of these schools has largely untapped potential for their curricula. One result of the textbook orientation of high school curricula is that schools in rural North Dakota have courses of study identical to those in high schools in urban areas. While there is some merit to this "common core," there are also drawbacks. Working to have the English, Social Studies, and science curricula reflect, at least to some degree, the schools' rural setting could have these results:

- Teachers could explore their subjects beyond the textbook.
- Students could gain greater insight into and understanding of their rural life, setting, and heritage.
- Schools could connect more closely with the lives of people within the community.

Educational importance of study

- Rural educational settings need increased attention.
- The idea that schools' curricula should reflect, in part, their contexts has only been partially explored, particularly by high school educators and even more particularly by rural high school educators.
- The overall study upon which this paper draws has begun to have impact on high schools in North Dakota. The Department of Public Instruction has initiated the process of policy development based on the study's findings. The result should be the definition of directions for small schools in such areas as curriculum standards, resource allocations, student services, and teacher in-service education.

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Effective Schools Research: Snake Oil for Small Rural Schools?

The nation's schools have been declared to be "at risk." Among the solutions being heralded to get the public schools back on track are a set of notions which have come to be known as the "effective schools research." As is often the case in education, the research was conducted in one set of schools, in this case urban/inner-city schools; the conclusions and strategies developed are being generalized to schools across the board.

A National Institute of Education funded Follow-Through Research Project, designed to implement the effective schools practices in a variety of settings, is now in its fourth year of operation in two rural schools in Colorado, Cotopaxi and Westcliffe. The Project is based on two assumptions:

1. Academic achievement of the target group, (grades K-4 in the two schools) needs to be improved.
2. Providing training for teachers in "effective schools practices" will translate into changes in student behavior, e.g., improved academic achievement.

With regard to assumption #1, analysis of the baseline data on the two Colorado schools indicated that achievement scores were average or above when the Project began. Furthermore, engagement rates (time-on-task) were also quite high, averaging 81.03% in reading and 82.53% in math, across the two schools. The linkage between teacher training and improved student achievement (Assumption #2), must, at best, be described as being "loosely coupled." The impact of the staff development intervention is a ripple effect which must work its way through at least four levels: (1) change in knowledge of teachers and administrators, (2) change in behaviors of teachers and administrators, (3) change in behaviors of students, and (4) improvement of achievement scores.

Preliminary data analysis suggests that as a result of interventions designed to increase time-on-task:

1. Engagement rates have increased in both reading (81.03% to 90.30%) and math (82.53% to 91.03%) over the three years; the gains are statistically significant.
2. Z scores on achievement tests in both reading and math also have shown increases. However, these increases were not statistically significant.

One possible conclusion from these results is that if engagement rates are high to begin with, pushing them a bit higher may not necessarily result in comparable gains in student achievement.

Comparing this and related information between the rural and urban sites in the Project suggests that because problems are different in the two situations, the way effective schools practices are orchestrated to improve student achievement may also need to be different. If time-on-task figures are fairly high to begin with, spending the limited resources available for school improvement to try to get them higher is not likely to be the best use of those resources. Focusing on other factors thought to characterize effective schools, e.g., high expectations for students, coherent instructional focus, strong instructional leadership, . . . may provide more bang-for-the-buck in improving rural schools.

(Information for this presentation was taken from "Cotopaxi/Westcliffe Follow-Through Project, Semi-annual Progress Report," October 15, 1984, Ann Riley and Paul Nachtigal.)

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Effective Utilization of Word Processing in Rural and Small Schools

The effective utilization of word processing programs in small and rural schools must be carefully planned to take full advantage of their potential. The first step in planning a district wide implementation of word processing involves understanding the basic components of these programs. An excellent introduction to word processing is provided by the tutorial program for the Bank Street Writer word processor from Scholastic Publishing. This program guides the novice work processing user through each of the major writing and editing functions of Bank Street Writer. It also provides hands-on practice for the user.

The second step is selecting the appropriate word processing software. Two word processors, capable of meeting the needs of teachers and administrators were presented. These word processors, Word Handler and Applewriter IIe, were demonstrated and differences and strengths of both were discussed.

The third step, implementation of word processing activities in the curriculum, should involve all administrators and teachers K-12. The most popular instructional applications of word processing at the high school level are in language arts and business education courses. Here the emphasis is on refining writing skills. At the elementary level, most teachers are using word processing to help students develop their writing skills.

Bank Street Writer is the most popular word processing program for elementary and middle school instruction. Applewriter IIe and a variety of other Apple based programs are being utilized in high schools and administrative applications. In addition to Apple, Radio Shack and Commodore microcomputers are being utilized for word processing in Kansas public schools.

One of the major advantages of computers is that they can be used to save time. Word processing, with its easy editing functions, contains many time saving features for students and teachers. In addition to time, the ease of editing encourages students to produce more refined written assignments. The need for improving students' writing skills has become a national topic. Small and rural school teachers should begin utilizing word processing with their students as one means of helping their students refine these lifelong communications skills.

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Energy Education in the Rural Elementary School: A Curriculum Infusion Project

The Kansas State Energy Curriculum Institute (KSECI), sponsored cooperatively by the Shell Companies Foundation, Inc., and Kansas State University, was conducted for two weeks in June, 1984 at Kansas State University, Manhattan. The KSECI involved nine rural elementary (K-8) teachers from northeast Kansas. The institute included the dissemination of energy curriculum materials, field trips, guest speakers, media production and other energy education activities.

According to a recent study of the energy education needs of rural elementary teachers in northeastern Kansas, teachers perceive the greatest needs in the areas of education and conservation topics in energy.

In terms of their present knowledge on energy topics, educational related topics were the lowest. This certainly shows the importance of the education of teachers in energy curriculum. The overall results of the survey were used to develop the KSECI and the greatest areas of need were emphasized.

Objectives

The overall goal of the KSECI was to assist rural elementary teachers in northeastern Kansas to infuse energy education concepts into their existing curriculum. Specific objectives were as follows:

1. to acquaint rural elementary teachers with local resources in energy education that are available;
2. to provide K-6 teachers with a solid background in energy education curriculum development;
3. to provide elementary teachers with a background in energy education issues;

4. to make available energy education curriculum materials and resources;
5. to assist them in adapting these ideas and materials in a Local Energy Curriculum Action Plan.

In order to meet the objectives of the KSECI, efforts were directed toward participant development of four products: an action plan, a personal commitment, a collection of materials appropriate to each participant's curricular needs and a videotape. The KSECI consisted of formal presentations by the director and several guest speakers with various levels of expertise, field trips, curriculum evaluation sessions and curriculum development sessions. A major part of the KSECI was devoted to "hands-on" curriculum development and evaluation. During the time set aside for energy curriculum development, each participant collected, examined and modified materials for their particular needs. This activity was most beneficial according to the teachers in that it gave them the opportunity to peruse many energy resources and curricula and collaborate with experts and other teachers. Several products emerged from this activity. Clearly, the combination of information dissemination in the forms of lectures, media and field experiences with curriculum development was worthwhile considering the quality of the KSECI products and outcomes.

In summary, the 1984 Kansas State Energy Curriculum Institute was effective in adding to the knowledge of the participants. Also, participants became more concerned about student outcomes and working with others following the KSECI. Concerns about information, however, remained high indicating that follow-up activities to provide informational material might be wise and useful. Additional data are needed to make generalizations as to the use of the energy materials as well as the model. This should be

done by site visitations and interviews with the participants during the school year. In terms of the major criticism from participant comments, an effort should be made to lengthen the institute or reduce the amount of materials and activities presented.

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Ensuring Excellence for Rural Students with Disabilities - Unique Service Delivery Models and Materials

Due to sparse populations, geographic and climatic barriers, and other factors, delivering special education services in rural areas demands different strategies than in non-rural areas. This session provided an overview of rural service delivery strategies identified during four and one-half (4 1/2) years of on-site research in rural schools across the United States. The session also involved sharing of publications, inservice modules, an electronic communication system, a national rural jobs data bank, and other resources available to rural schools through the American Council on Rural Special Education (ACRES).

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Evaluating Administrator Performance

Evaluation systems should be designed to appraise results or measure job outputs. Therefore, appraisal systems should be based upon the performance of the individual being evaluated.

Performance appraisal systems are based upon job descriptions which outline basic responsibilities. Job descriptions form the foundation for determining those results that are of highest priority and the criterion upon which assessment of performance is measured.

Job descriptions, coupled with performance plans, provide standards against which the performance of an administrator can be measured. Together they establish the domain in which the administrator focuses his time, energy, and resources. Therefore, this same domain should be the basis upon which administrator performance is evaluated.

It is the responsibility of the administrator being evaluated to prove performance. Through the use of a performance file, the administrator gathers evidence regarding performance as required in the job description and performance plan. The professional performance file documents the nature and quality of performance.

Performance appraisals look at the total administrator from the perspective of what is accomplished or the results achieved. Appraisal decisions are then based upon the evidence presented in the content of the professional performance file.

Through the utilization of job descriptions, performance plans, and the performance file, it is possible to achieve a data-based evaluation system. Based upon data gathered, it is possible to make judgments about the performance of administrators. Such a system focuses attention on what the

administrator does rather than the characteristics and qualities of the administrator that may or may not be apparent in performance.

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First Year Report of Introducing Computer Technology in USD 378

Many small and rural districts are joining the Computer Age by purchasing microcomputers for their schools. This report focused on the systematic approach utilized by USD 378 to introduce its teachers to computers.

The first step involved a needs assessment of the district's potential computer applications. A committee of district administrators and teachers reviewed and prioritized the identified needs.

Next, an outside consultant was employed to develop a yearlong inservice program based on the needs assessment. Monthly workshops were designed to provide educators with an introduction to instructional applications of microcomputers. The half day sessions started with an overview of computers in our society and their potential roles in education. The second workshop provided hands-on experiences in operating a microcomputer. The next several inservices focused on the five basic types of educational software. Again, hands-on opportunities for the teachers to evaluate the programs were provided.

The second half of the academic year was used to identify effective software programs and pilot test various computer assisted instruction in classrooms. The workshops included discussion periods for teachers to share their recent computer experiences. These proved to be very useful in gaining insights into applications of computers in the various grades and subjects.

By the spring of 1984, many of the teachers were using microcomputers either in their classes or for support of instruction. Administrative applications of computers also increased and several of the end of the year reports were completed with the use of computers.

In the past, many changes in education have failed due to a lack of administrative and teacher support. The USD 378 implementation program of microcomputers was based on the needs identified by the local educators. This type of faculty involvement was a major factor in the initial and continued success of this program. The successful utilization of computers in education is too important a process to be left to change. Educators must carefully investigate methods of improving the training of teachers and administrators for the effective utilization of computers.

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Helping Teachers With Classroom Management

Effective classroom management begins with a plan or design. Effective management of classroom activities and the management of student behavior must be planned by all staff members. Effective classroom management and management of student behavior rarely results unless there is involvement of the board of education, the superintendent of schools, building principals, classroom teachers, parents, and students.

Planning for effective classroom management begins with board of education policy. Through specification of board policy regarding classroom management expectations, teachers are provided the basis for establishing classroom procedures, rules and regulations, and consequences for inappropriate behavior. Board policy also defines the standards for determining appropriate and inappropriate behavior.

After board of education policy has been delineated, it is essential that the superintendent of schools take leadership in assisting building principals and classroom teachers in developing management plans. The superintendent is responsible for developing the basic format for management plans as well as seeing that management plans are developed in accordance with board of education policy.

Planning for effective classroom management, by teachers, begins with clear conceptions of an effective classroom environment including both the physical and human element involved. Teachers must clearly understand what kind of environment is desired and how that environment relates to effective instruction by teachers and learning by students.

Expectations for student behavior and achievement are established based upon how the classroom environment is perceived by teachers. A classroom

climate conducive to learning is one in which students are free to learn and teachers are free to teach.

Unless, or until, classroom teachers plan for behavior in the same way they plan for other types of instruction, effective classroom environments will rarely exist. All teachers, through the use of a planning model, can become effective managers of the classroom environment.

In essence, effective classroom environments rarely happen by accident. They almost always happen when they are planned.

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High School Graduation and College Prep Curriculum Requirements - A Reaction

Welcome to my reaction. I guess you can consider this a 'canned' reaction. No one told me if I was supposed to keep a debate flow chart, or if I was to assume what would be said. I'm going to assume that they assumed I would be presumptuous and therefore prepared. We shall assume I am.

My reaction, as a practicing superintendent of schools in rural Kansas, to state imposed mandates (in this instance concerning high school credit minimums and prep curriculums) is a bit sketchy. I have found the mandates in Kansas to be quite similar to the mandates in the state from which I immigrated. After all, apples are apples, oranges are oranges, air is free and mandates are incessant regardless of where one establishes his, her and/or its residence. Unfortunately, as a practicing superintendent, I have not been that involved with credits, with graduation requirements and with curricula (prep or no). Usually the building principals work more closely with these tools of the trade. As a practicing superintendent I am naturally more interested in survival, the practice of covering my rear, and the practice of keeping seven different personalities relatively satisfied with the methods, modes and/or manner at which I go about practicing these chief administrator arts (and sciences). Just so I don't run the risk of having my second conference tape in a row 'not available' for public perusal 'after the fact,' I shall now stop being a wise-assuager and get on with the task at hand.

In order that we might obtain the reactions of those actually in the trenches (i.e., the building principals) I did conduct a random telephone survey of six administrators who are currently 'practicing' in Kansas. I simply asked them what they thought of high school graduation and college

prep curriculum requirements as currently mandated by the State of Kansas. In addition to the practicality of this empiricized practicum, the survey also served a second very important objective of the "Reaction"; they said it, not yours truly. (Notice how one practices the finely honed art of survival.) Although the majority of the respondents did not care whether their names were used or not, I did promise them that this presentation of their viewpoints would be anonymous. Principal number one (1) answered my query as follows:

"The State Department doesn't know what's going on. Their decisions are usually some 'knee-jerk' reaction to the latest 'discovery' by the feds or some brand new Ph.D. who has a 'hot' idea to save the educational world from a fate worse than doom. Unfortunately, they don't know what's happening in Kansas. When they upped the requirements for graduation they found out that most (the vast majority) of the schools already required more than they mandated for graduation. Evidently the Kansas schools must have been doing a tremendous job curriculum-wise. Why doesn't the State Department have their conferences on a league or conference level rather than an area or region level? At the area meetings two or three of the big school guys talk, and that's about it. These meetings are all the same; every one I've attended. Someone complains about a state board mandate; the official tells why they're doing it; nobody believes it; and then they leave. I also feel that the state board is out of touch with reality."

Principal number two (2) commented as follows: "What bothers me is that the State was so low until they got on the Nation at Risk thing, and now they're trying to pump everything up at once. We've always had 22 credits required for graduation here. However, I don't think they should require all the 20 credits at once. It could very easily hurt a lot of

rural districts. I personally think that the state department gets a new, hot employee and this individual wants to change the world. Unfortunately this person hasn't had their finger on the 'grass roots' of the whole thing. I do think the state has to update their curriculum, but they should put in some things for small schools other than Shawnee Mission, Topeka, and Kansas City. One example is this middle school principal thing. How many small schools can afford a new level administrator certified for a position of this type? It'll just increase the administrative level by one. It'll increase or decrease teachers depending on geography. Large cities have a teacher surplus, so naturally they won't be as hard hit as the rural areas. I think the state department should get more input from a wider cross-sampling of the state's administrators. Get some real things that are needed instead of just laying down mandates. Some input is from the K-NEA, but how many teachers now belong to that organization? Membership has dropped off considerably in recent years. I don't feel that's a representative cross-sampling."

Principal number three (3) stated the following: "My only objection is with Math. We do offer five units now, but when the state upped their requirements to two units (and since we had decided to offer some practical/consumer math on our own) that means we're going to have to hire one additional full-time instructor to put in another math course, and it's not necessary. We're a small school. How are we going to avoid this hiring 'mandate'? What good is one more unit going to do? Overall, the 20 mandated graduation credits is academic; we offer 21 now."

Principal number four (4) replied accordingly: The twenty unit figure mandated by the State is meaningless. Most school boards had the requirements set at 20 and above for years. Some boards, obviously, I cannot say that about. I also feel that the state department meetings are well-conducted.

I don't know how much the state department listens to us at times, however. If Shawnee Mission says something they listen. It reminds me of the Activities Association at times. As far as certification goes, I feel that we 'require' ourselves right out of a teacher sometimes. For example, due to a recent requirement it has now become more difficult to find 'qualified' speech people. Little schools can't afford a full-time speech teacher, so we need a combination English/Speech and the inevitable coaching. Public schools have pressure put on them because they're not getting the job done. But we've gone overboard on requirements."

Principal number five (5): "In terms of graduation mandates, special education, etc., should also go the obligation for the state to find the money to pay for these requirements. In terms of increasing graduation requirements, I think the state is right to do so. I think they are sincerely serving the best interests of education. But it will make it harder to maintain small schools. I feel that these mandates are a 'backdoor' approach to reorganization. No one has ever accused small schools of being efficient. We have to defend them on something other than efficiency. In terms of education, strictly speaking, the state is right. What kids don't get out of a high school experience, however, can generally be taken care of in one semester of college. My child was a gifted student in mathematics. The math program at the school we were at wasn't good. When he went to the university he was behind, but it didn't take him long to pick it up. His small school experience didn't close doors to him. He majored in Math and is an intelligence officer in the Air Force. If you get a motivated kid from small schools they'll do well at college. In speaking of mandates, the mandate should be so designed that it doesn't make it totally impossible for the small school to meet the mandate. But the state department won't do

that because state policy will throw so many clinkers in the 'pot' and then the tax burden to meet them."

And finally, principal respondent number six (6): "For the most part these mandates impact on us personnel-wise. They (the state department) don't give it a lot of thought. Foreign language, computers, etc., hit some schools pretty hard. The less that is mandated and the more the state department leaves up to the local districts, the better off we are. They continue to chop away where there isn't a lot of local authority left. Even the budget authority is only on paper. Mandates could even eventually affect this. We were on 20 credits for years and the state is just getting around to it. The national reports are really aimed at the larger districts in Kansas. I'm not sure they're apropos to us."

That's the end of the direct quotes from the responding principals selected randomly to answer the question which was posed to them. One common 'thread' is apparent from their responses. Practicing administrators in the smaller districts would sincerely appreciate greater communication between them and the state department. They are aware that standards and upgrading should exist, but they also feel that their districts had 'upgraded' their own standards prior to mandatums from the state. If the state department would solicit their opinions this would possibly go a 'long ways' towards eliminating the communication gap which, verbally, at least, does exist in accordance with the responses solicited by this survey.

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Increasing Teacher Effectiveness and Pupil Time on Task Through Supervision

Effective teaching has received considerable attention in recent years. As a result of recent research findings, teachers are no longer considered competent merely because they are "warm," "enthusiastic," or "friendly." Rather their effectiveness is judged in relation to their pupils' academic achievement. Supervisors can now enter the classroom and directly observe specific teaching behaviors that have been shown to increase students' time on task and pupil learning.

The purpose of the presentation delivered at the 1984 Rural Education Conference was to discuss a method of supervision that uses materials* and instruments based on the current teacher effectiveness findings and to share how these can be used as a framework for helping teachers improve their effectiveness in the classroom.

The method is based on the assumption that teachers and supervisors must work together to improve instruction. First, teachers must become aware of behaviors that are considered effective, and second, during observations supervisors must focus on and discuss behaviors that increase students' time on task and learning.

The materials used with this method are a direct result of a review of the literature on effective teaching. During the presentation, a summary of this literature was distributed along with an instrument to help supervisors collect data. Included in this material was information on classroom management, time on task, and lesson content.

Finally, the presenters suggested that supervisors use their observations to help teachers improve instruction. This can be accomplished by a

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*Materials available upon request.

teacher and supervisor agreeing upon a few behaviors that the teacher wishes to improve. The teacher's instruction can be assessed periodically through observations and goals for improvement can be established.

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Knowing and Handling Rural School First Aid Emergencies

The workshop will include patient evaluation, skills and methods of handling urgent first aid emergencies.

A classroom teacher must know, be able to recognize and respond with proper action to urgent first aid emergencies or the life of a student might be lost. Some urgent cases might be: severe bleeding, stoppage of breathing, stoppage of blood circulation, poisoning, and removing a student from a life threatening environment.

First aid treatment for these are usually relatively simple and easy to perform, if one only knows how. Shock and other conditions such as severe heat related conditions, epilepsy, drugs, and others may not be of an urgent nature, but one should know what to do.

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Office Management

With economic unrest, it is increasingly important that we put into practice systems that will make better use of time and personnel. Office layout, files, computers, etc., are a few of the ideas that must be analyzed in each office so that efficiency can be maximized.

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Principal Turnover
by Kansas Rural School Administrators
from 1978-1984

The purpose of this study was to examine rural Kansas principal turnover. Principals (and assistants) of high schools, middle schools, and elementary schools were investigated. Data is based on information obtained from the Kansas Department of Education for the time period 1977-84. The data is compared for each category of principal (high school, high school assistant, middle school, and elementary school) based upon changes per year, changes per district, and frequency of change. Total district principal changes are also investigated.

Analysis reveals the high school principal position to be most subject to turnover followed by middle school principal, high school assistant and elementary. District comparisons show a large variance in terms of principal stability, with the majority of districts experiencing little change while a minority are subject to a large amount of change. Per category change is compared by position over time and the results reveal a tendency toward more turnover, especially in recent years.

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Quality Gifted Education in Small, Rural Schools

OUTLINE

I. Small, rural schools CAN have quality programs for their gifted students.

A profile of the gifted student in the small, rural school.

II. A rationale for gifted programs in small, rural schools.

III. Identification procedures for gifted students in the small, rural schools.

IV. Financing gifted programs.

V. Community involvement in your gifted programs.

VI. Working with parents in your program.

VII. Some helpful suggestions for designing, implementing, conducting and evaluating your gifted education program.

A. Naming the director of the program.

B. Naming the program.

C. Providing for students who are not formally identified.

D. Meeting state and federal requirements for gifted programs.

E. Case management for gifted education including the use of forms and record keeping.

VIII. Conclusion.

Summary of procedures for designing and managing a comprehensive program for gifted students in a small, rural school.

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Rural Schools and Public Policy on Education

The purpose of this study was to investigate the developmental capacity of rural school districts to achieve a better fit between education processes and the reality of rural communities. The conceptual model for assessing state level educational policies dealt with mechanisms at the state level designed to control educational programming leading to accreditation and state funding at the local school district level. These included: (1) goal development and organizational structure, (2) curriculum materials and development, (3) resource generation and allocation, (4) pupil services, and (5) personnel training and certification.

Survey instruments consisting of policy options relative to each of the five control categories were developed. Respondents were requested to rate each option in terms of either its positive or negative impact upon the capacity of local districts to achieve a better fit between mission, educational processes and the reality of rural communities.

The respondents for the study consisted of superintendents of schools enrolling 350 students or less in Kansas, Nebraska, Missouri, Colorado, Montana, North Dakota and South Dakota. A total of 742 survey instruments were mailed and 595, or 80 percent, were returned.

The overwhelming perceptions of respondents indicate that educational policies at the state level hinder rather than assist rural school districts in supporting local initiatives and diversity. The inherent tensions created by state policies suggest that state level mandates need to be tempered by the local social context of the school system. The data questions the viability of the traditional role of the state policy makers to be the prime

initiators of implementation processes designed to control educational services at the local level.

For more information contact:

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School Planning and Redevelopment

In a time when resources are declining, there is increasingly a demand for greater effectiveness in the educational system. Creative planning skills are needed to make wise choices and to maximize the advantages of the school physical setting. This session will be of interest to rural and small school administrators and physical plant directors with the commentary on future educational concepts, emerging technology, and preservation of existing buildings. Redevelopment of existing buildings for energy conservation, life safety criteria, access for the physically handicapped and other user requirements will be emphasized. These current issues will be considered in the context of school functions, administrative structures, resources, and policies in the planning and redevelopment of physical facilities in the rural and small school.

Space for learning has evolved from the early "teacher and pupil on two ends of a log" to the modern complex facilities that control the physical environment. For centuries, education was viewed mainly as people--teachers and learners. Physical facilities were secondary. Today, with the advent of technology, the school facility is not only a shelter, but part of the educational process (computers, audio-visual systems, etc.). Earlier school buildings were generally simple shelters from the elements for teachers and pupils. For centuries, architects did not emphasize school design. It was not until mass education was established in many countries about a century ago that architects started to focus on school design. During the Greek and Roman periods, teachers and students assembled in the open air, near public buildings, in sheds, or other simple places, with a chair for the teacher, benches for the pupils, and a few elementary learning materials (styli, tablets, counting board, etc.). In the early American period (17th and 18th

centuries), schools were generally one room structures with benches and tables for the pupils and a raised podium with desk and chair for the teacher. Learning materials included a chalkboard, pencils and tablet, with a few wall pictures and a globe of the earth. After the Civil War (19th century), schools became more elaborate with several floors of classrooms, an assembly hall, and offices for school administrators. Learning materials often included the tools for crafts, and possibly a library and gymnasium. Early in the 20th century, schools were designed more for "artistic" effect than for functional need. The modern complex educational facility with its advanced technology came after World War II. The solution to overcrowded classrooms then was, in most cases, a new building. Today, the solution to declining enrollments is, frequently, remodeling of existing buildings. This is due to the lower birthrate, increasing costs of construction (and higher taxes), and a supply of older buildings. In any case, a cost-benefit analysis of educational needs and resources is required. New buildings are often perceived by the public as not needing further attention in maintenance. Nevertheless, a good building maintenance program is also necessary to protect the initial capital outlay investment by the school district.*

*History of school design was abstracted from Basil Castaldi, Educational Facilities, Allyn and Bacon, 1982.

For more information contact:

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School Public Relations - Ten Activities That Work

In the fall of 1982, a three-task study was initiated to: review literature and isolate recognized, bonafide public relations activities, determine the value and level of usage Kansas superintendents placed upon these activities, and finally, establish the reliability and validity of these activities in order to produce an instrument capable of assessing school public relations programs.

The following determinations and conclusions are presented: public relations is primarily communicative in nature; tenure of administration and size of school district are determinants of activity choice and/or effectiveness; and the categories of Leadership, Planning-Programming, Direct Communication and Program Evaluation characterize the overall effort made by or coordinated through the superintendent's office.

The ideal process of design for the public relations program should be based upon assessments addressing demographic, sociological and geographic factors. The instrument introduced within the presentation allows for this assessment, and assists the staff in formulation of public relations activities most conducive to the district's philosophy and long-term goals and objectives.

For more information contact:

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SEMS: School Experience Memory Study - What Didn't School Teach

Education researchers, as well as the general public, have long pursued answers to the question: What happens in schools? Few studies, however, have asked adults to look back on their schooling from the perspective of where they are now. The School Experience Memory Study (SEMS) takes a retrospective look at adults' perceptions of their elementary and secondary schooling experiences. As part of the SEMS research, adults from rural West Virginia were asked to respond to the question: "What didn't school teach?"

Methodology

Three populations of adults responded to an open-ended survey questionnaire: college students enrolled in the undergraduate teacher education program at WVU; West Virginia school teachers enrolled in the graduate program at WVU; and a population of the general public from a small community in rural West Virginia. A total of 457 individuals participated in the overall study. Of these, 392 responded to the question: "What didn't school teach?"

The major themes were identified through a content analysis of a selected sample of the responses. Definitions for each category were established and categories were coded with 80 percent interrater reliability.

Data Analysis

Twenty-eight of the 392 individuals described their schooling as satisfactory. The rest of the 364 respondents described one or more components as missing from their school experience and these 364 were further analyzed.

The frequency and percent of responses to the three major areas of concern were:

·The Curriculum (152) (42%)

·Daily Living Skills (132) (22%)

·The Learning Process (88) (22%)

Further analysis was done on demographic data including: age, sex, size of school attended, location of school, subject area and grade levels reported, as well as the type of school attended.

Summary of Findings

·Over 50 percent of the responses dealt with aspects of the school experience beyond the typical curriculum offerings. Thirty-six percent (36%) reported attention to Daily Living Skills as missing. This included socio-personal skills, practical skills, and vocational/career preparation. Twenty-two percent (22%) identified attention to the Learning Process as missing. This included insufficient preparation in thinking skills and lack of relevance or purpose in the learning experience.

·Forty-two percent reported some aspect of the general curriculum as missing or inadequate. The majority responding in this category generally complained about subjects that were "offered, but not learned."

·No differences emerged when responses were analyzed in terms of age differences, sex, type of school attended (private vs. public), location of school (West Virginia vs. other places), or the particular population responding (undergraduate students, graduate students, or general public). Similarly, when responses were analyzed in terms of teachers in the study vs. non-teachers, no differences were found. Whether schools attended were large or small made no difference.

·Some significant differences were noted when the grade level and subject area mentioned in a response were analyzed.

Conclusion

Schools cannot be all things to all people, but it is clear that participants in this study perceive the purposes of schools in a broad way. Based on memories of this sample of adults from rural America, it appears that people expect more than the basic academics from their schools.

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So You Bought a Computer--Now What?

The emphasis of this presentation was to allow participants to view or work with various types of educational software. Students from the Frankfort, Kansas, Schools were present to demonstrate the programs and to assist participants as necessary. The presenters briefly discussed a few of the problems associated with developing a computer education program. Helping teachers become comfortable with the use of computers, managing student time, and obtaining quality software were some of the areas mentioned.

The presenters also described a few of the uses of computers in the Frankfort schools. Administrative applications, teaching programming, and remedial/enrichment activities were the primary uses at the time of the conference. Teaching the use of applications software and augmenting the small school library were mentioned as probable additions to Frankfort's computer education program. A networking system was demonstrated to show how to stretch hardware dollars.

For more information contact:

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Staff Development and Inservice/Small Schools Can Do!

Planned staff development and inservice programming for legitimate long and short range outcomes can be accomplished very effectively in the small school in the rural setting. The small size of staff often enhances the effectiveness . . . due to the fact that a small staff presents fewer obstacles and more immediate opportunities for involvement. Nevertheless, positive and constructive outcomes remain the immediate and ongoing responsibility of the school district administrator(s); that is, the administrator or administrative team members are the key to successful staff development.

Key factors that administrators should take note of when initiating long range or short range staff development plans are five (5) in number:

1. Solicit leadership and involvement from your Board of Education.
2. Involve the board and staff in goal setting efforts.
3. Insure participation of district level publics other than board and staff.
4. Use systematic planning procedures in conjunction with intensive follow through efforts.
5. Be very careful in selection and use of human and financial resources.

Staff development in small schools yields many positive outcomes; those which were planned and many which were never anticipated.

For more information contact:

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State Inservice Education Opportunities Act

The Inservice Education Opportunities Act, effective July 1, 1985, is the first of three initiatives of the Comprehensive Teacher Preparation and Development Program. The purpose of this program is to ensure that quality educational personnel are in charge of instruction in Kansas. The specific purpose of the Act is to promote the continuous professional development, improvement, and on-the-job performance of all certified personnel.

The Act allows a process whereby certified personnel can engage in inservice activities for the renewal of certification. Participation in the Act is voluntary on both the part of the local education agency and certified personnel.

To manage the Inservice Education Opportunities Act, the Kansas State Board of Education has adopted rules and regulations specific to inservice education: These rules and regulations control the development, operation, and maintenance of a local educational agency inservice education plan. To be approved by the State Board, a local inservice education plan is required to have five elements. These are listed below and described briefly.

1) The professional development council: This is a representative group of local certified personnel. They are responsible for the development, implementation, evaluation, and maintenance of the local inservice education plan and individual development plans.
2) A needs identification process: A needs assessment is conducted to determine the inservice education needs of the district, buildings, and individuals participating in the local plan.
3) Goals and objectives: These result from the highly prioritized needs and guide the development of the remainder of the plan.

4) Inservice education activities: These fulfill the goals and objectives of the local plan.

5) The evaluation process: The evaluative criteria should address the effectiveness of the inservice activities, the implementation and operation of the plan and the overall inservice program.

Those individuals seeking recertification by means of inservice activities must be participants in a district having a local inservice education plan and must have submitted their own individual development plan. This is designed by both the individual and the designated supervisor and is approved by the professional development council and the local board of education.

Inservice credit is granted in accordance with the following formula:

One (1) semester hour of approved inservice education activity equals one (1) inservice education point.

One (1) semester hour of college/university credit equals 20 inservice education points. A total of 160 inservice education points is needed for recertification. If the first degree is a baccalaureate degree, then 80 of the points must be earned through college or university credit. If an individual possesses an advanced degree, all 160 points can be earned through inservice education activities. Another endorsement, however, can only be obtained through a college controlled state-approved course of study.

KANSAS INTERNSHIP PLAN (KIP)

I. LEGAL BASIS

The Kansas Legislature as a result of passage of HCR 5087 authorized the Kansas State Department of Education to proceed with the development of an internship program and a plan for implementation and maintenance for Kansas public schools.

II. RATIONALE

Current teacher preparation practices in Kansas require teacher candidates from both the Regents' institutions and private colleges and universities to successfully complete a four-year approved program in teacher education, have a minimum grade point average of 2.5 on a 4.0 scale, participate in a preprofessional skills test administered by the parent institution (for counseling purposes), and by June, 1986, successfully pass a precertification teachers' examination. The proposed internship program, coupled with the inservice education opportunities provided by the Inservice Education Opportunities Act (HB 3092), would provide a sound support system for ensuring teacher quality throughout Kansas schools.

III. PROPOSED PROGRAM

The Kansas Internship Program would be a mandatory program related to teacher certification. A person who has graduated from an approved teacher education program in Kansas and is seeking first time employment as a teacher in Kansas is considered a first year teacher. These first year teachers would be classified as intern teachers. A teacher wishing to transfer to Kansas from another state who has zero years of experience in a state-accredited school is likewise considered an intern. The intern would receive a one year intern certificate. After successful completion of the internship program, that person would receive a five year teaching certificate.

The student teachers in Kansas institutions of higher education would be assigned to a team of professional educators comprised of a cooperating teacher, a teacher educator, and a building administrator. This student teaching team would provide intensive on-site support

of the student teacher during the initial student teaching experience. During the first year of actual teaching under contract, the first year teacher, known as the intern, would be assisted by an assistance team. The assistance team consists of two members (a senior certified teacher and the building principal).

The assistance team guides, directs, and assesses the competency and performance of the intern during the first year and makes a recommendation to the Kansas State Department of Education as to subsequent certification.

Further assistance is provided to the intern by the state-approved teacher education institutions through seminars which they will develop, implement, and evaluate. These seminars will be offered in various geographic locations throughout Kansas and will be designed to meet the needs of interns as determined by a statewide needs assessment.

The internship program would be phased in throughout a five year period. The first year of the program would focus on identifying and formulating an accurate teacher assessment instrument and training program. The second year the program would be implemented in all state-approved teacher education institutions in Kansas. During the third and fourth years the program would be field-tested and evaluated. At the beginning of the fifth year the program would be in full operation.

V. ESTIMATED COST

FY 1986	$ 65,977	FY 1988	$296,496
FY 1987	$379,455	FY 1989	$301,525

GRAND TOTAL: $1,043,453

(Phase-in)

FY 1990 $1,542,746

For more information contact:

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Strengthening Learning Opportunities for Rural Adults:

An Action Agenda

ACTION AGENDA FOR IMPROVEMENT OF RURAL ADULT POSTSECONDARY EDUCATION

The Action Agenda Project is a cooperative effort of the Divisions of Continuing Education at Kansas State University, Eastern Oregon State College and the University of Minnesota at Morris, and WICHE (Western Interstate Commission for Higher Education). University for Man at Kansas State University is the principle investigator and coordinating agent for the project.

This two year project is designed to bring about direct reform, innovation and improvement of educational opportunities available to all rural adult postsecondary learners; indirectly, it can influence change in internal structure and operations in postsecondary educational institutions.

The PROJECT COMPONENTS include:

- developing a statistical data base regarding the characteristics of rural adult learners
- publication of a "Directory of Model Rural Programs"
- publication of a "Directory of Consultants for Rural Adult Education"
- developing workshops, seminars for professional development in the areas of rural postsecondary adult education, to be presented via national conferences
- publishing project research findings and accomplishments
- developing national networking, accessing and advocacy activities
- researching national foundations for sources of funding for rural postsecondary education
- impacting on regional and national legislation as it pertains to programming and funding of rural education

- developing and presenting four national/regional conferences on Rural Adult Learning
- developing and presenting one international/invitational conference on Postsecondary Rural Education.

For more information contact:

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Excellence and Equity in Rural America: 1984 and Beyond

Sixth Annual Rural and Small Schools Conference

Kansas State University
K-State Union
October 29-30, 1984

Hosted by:
Kansas State University's
College of Education
Center for Rural Education and Small Schools
and Division of Continuing Education

Conference Program

Monday, October 29, 1984

8:00 a.m.-5:00 p.m.
Registration — Second Floor Concourse, K-State Union

9:00-9:15 a.m.
Welcome and Introductions — Forum Hall
David Byrne
Dean, College of Education, Kansas State University
Presiding: Jerry Horn

9:15-10:15 a.m.
General Session — Forum Hall
Dr. Tommy M. Tomlinson
Senior Associate, National Institute of Education

10:15-10:30 a.m.
Discussion session with Dr. Tomlinson — Forum Hall

10:30 a.m.-5:30 p.m.
Exhibits — K-S-U Rooms

10:30-11:00 a.m.
Refreshments

Option A

10:30 a.m.-12:00 p.m. Workshops

1) Rural and Small Schools Curriculum Programs in Kansas: A Description of Models in Action — Sunflower Room
Gerald D. Bailey, Kansas State University
Ron Brown, Piper USD 203
David Self, Jefferson West USD 340
Presiding: Leo Schell

2) Effective Utilization of Word Processing Software in Rural and Small Schools — Room 203
Custer Whiteside, Kansas State University
Janet Whiteside, Kansas State University
Presiding: Lance Nichols

3) Helping Teachers with Classroom Management — Room 205
Douglas D. Christensen, Colby USD 315
Presiding: Ray Kurtz

4) Office Management — Big 8 Room
S. Sterling Troxel, Hayes Center Public Schools
Presiding: Pat Davis

Option B

11:00 a.m.-12:00 p.m. Concurrent Sessions

1) Making the Interview Meaningful — Room 206
Leo R. Lake, Abilene USD 435
Jim Akin, Kansas State University

Leadership for Equity and Excellence in Rural America
James B. Boyer, Kansas State University
Mark Harrison, Kansas State University
Presiding: Bob Ohlson

2) Energy Education in the Elementary School: A Curriculum Infusion Project in Rural Kansas — Sunflower Room
Larry G. Enochs, Kansas State University

Effective Schools Research—Is it Snake Oil for Small Rural Schools
Paul Nachtigal, MCREL, Denver, CO
Presiding: Floyd Price

3) Capitol Budgets and the Conditions of Facilities in Rural Schools — Council Chamber
David S. Honeyman, Kansas State University
G. Kent Stewart, Kansas State University

Impact of State Level Policies Upon Development in Rural Schools
Thomas E. Moriarty, University of South Dakota
Presiding: Mike Holen

4) Ensuring Excellence for Rural Students with Disabilities—Unique Service Delivery Models and Materials — Room 208
Doris Helge, ACRES, Western Washington University
Presiding: Chuck Oaklief

12:10-1:00 p.m. Luncheon — Main Ballroom
1:00-1:45 p.m. General Session
A Report from Washington
Walter Turner, Associate Executive Director, American Association of School Administrators, Washington, D.C.
Presiding: Jerry Horn

Option A

1:50-3:00 p.m. Workshops

1) Evaluating Administrator Performance — Council Chamber
Douglas D. Christensen, Colby USD 315
Presiding: Bob Hilt

2) Management with the Computer — Room 202
David Honeyman, Kansas State University
Presiding: Mike Rooney

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3) In-service—A Vehicle to Excellence in Rural Education — Room 205
Robert Norton, Mid-American Nazarene College
Lynn Springfield, Mid-America Nazarene College
Presiding: David Scraper

4) The "Artist-In-Residence" Program: How it Works in Rural Schools — Room 208
James Hillesheim, University of Kansas
David McDonald, Kansas State Dept. of Education
DiAnne Damro, Kansas Arts Commission
Deborah A. Hillesheim, Perry LeCompton High School
Presiding: Jim Akers

Option B
2:00-3:00 p.m. Concurrent Sessions

1) Gifted Education in Rural Schools — Room 204
Allen McCune, Halstead USD 440

Rural Curriculum: Should it Reflect its Context?
Cecelia E. Traugh, University of North Dakota
Karla J. Smart, University of North Dakota
Presiding: Jan Wissman

2) Increasing Teacher Effectiveness and Time on Task Through Supervision — Room 203
Nancy Mangano, Kansas State University
Michael Perl, Kansas State University

Are Teacher Career Ladder Plans Feasible in Rural and Small Schools?
Paul R. Burden, Kansas State University
Presiding: Richard Hause

3) Interdistrict Collaboration to Make Our Beginning Teachers "Winners" — Big 8 Room
Leo Lake, Abilene USD 435
Walt Mickler, AREA Educational Resource Center, Salina, KS
Presiding: Randy Lake

4) Teacher In-Service — Sunflower Room
Diane Castle, Kansas State Department of Education
Presiding: Vera Freeman

3:00-3:30 p.m.
Refreshments

Option A
3:15-4:30 p.m. Panel Presentations

1) High School Graduation and College Prep Curriculum Requirements —A Reaction — Big 8 Room
Mary Harris, Moderator, Kansas State University
John G. Montgomery, Member, Kansas Board of Regents
Marilyn Harwood, Member, Kansas State Board of Education
Mike Rooney, Copeland USD 476
Roger Bakerville, Washington USD 222

2) Agriculture in the Classroom for Grades K-12 — Room 206
Clayton Stolz, Kansas State Department of Education
Barbara Moyer, Kansas Farm Bureau
Randy Tosh, Kansas Cooperative Council
Presiding: Kent Stewart

3) Three Methods of Serving Students and Educators in Rural Kansas — Room 208
Theodore W. Wischropp, Kansas State University
Ed Gorsky, Kansas State University
Jan Kruh, Kansas State University
Presiding: Larry Enochs

Option B
3:30-4:30 p.m. Concurrent Sessions

1) Administrator Turnover in Rural Schools — Sunflower Room
Al Wilson, Kansas State University

Minority Education in Rural Schools
Ron Lontaff, Garden City USD 457
Presiding: Dawn Olson

2) A Survey of Media Centers and Services in Small Rural Schools in Kansas — Room 205
Richard G. Hause, Kansas State University
John Hortin, Kansas State University
Ray Kurtz, Kansas State University
Presiding: Bill Orbony

3) Delivering Specialized Content to Rural School Classrooms — Room 203
Jack A. Sumner, University of South Dakota

Content and Management Practices of Scholastic Journalism Programs
David L. Adams, Kansas State University
Presiding: Lew McGill

Option A
4:40-5:30 p.m.
Kansas Legislative and Educational Finance Update — Big 8 Room
Dale Dennis, Assistant Commissioner, Kansas State Department of Education
Presiding: David Honeyman

Option B
4:40-5:20 p.m. Concurrent Sessions

1) Staff Development and In-service — Room 208
Small Schools Can Do!
Myron L. Ballain, Southern Public Schools, NE

"Colleges Can Assist Rural Schools" — The Center for Rural Education and Small Schools, Kearney, NE
Roger H. Hanson, Kearney State College
Frank Shaughnessy, Trumbull Public Schools, NE
Presiding: Ron Hughes

2) The New "Job Training Partnership Act" and Rural Education — Room 203
Larry Wolgast, Kansas Department of Human Resource Development
Presiding: Rosemary Talab

5:30-6:30 p.m. Social Hour — University Ramada Inn
Sponsored by School Specialty Supply, Inc., Salina, Kansas

6:45 p.m.
Banquet — Main Ballroom, K-State Union
Awards and Special Recognitions Presentations
"Where Have All the Heroes Gone?"
Speaker: Steve Miller, Head Track Coach, Kansas State University
Presiding: Jerry G. Horn, Kansas State University

Tuesday, October 30, 1984
7:30 a.m. Optional Breakfast

8:00-8:30 a.m.
Building Partnerships for Quality Education Information and Planning Session as a Follow-up to the National Effort — Room 204
Jerry G. Horn, Kansas State University

8:30-11:00 a.m.
Exhibits — K-S-U Rooms

8:30-9:15 a.m. General Session — Forum Hall

"Unlimited Warranty"
Harold Blackburn, Commissioner, Kansas State Department of Education
Presiding: Jerry Horn

9:15-9:30 a.m.
Discussion session with Dr. Blackburn — Forum Hall

9:45-10:30 a.m. Concurrent Sessions

1) Successful Public Relations in the Rural School Setting — Room 213
Ron E. Ballard, Barnes USD 223
Presiding: Kenneth Kiewra

2) Conducting a Facility Maintenance Audit and Developing a Long-Range Maintenance Plan — Room 212
G. Kent Stewart, Kansas State University

School Planning and Redevelopment
Vernon P. Deines, Kansas State University
Presiding: Donna Brodd

3) Women, Employment, and Education in Rural Areas — Room 204
Evelyn L. Hausmann, Kansas State University

Strengthening Learning Opportunities for Rural Adults: An Action Agenda
Sue C. Maes, Kansas State University
Carol Nogy, Kansas State University
Presiding: Larry Harris

4) Helping Inexperienced Teachers Start the Year — Room 205
Leo Schell, Kansas State University
Paul Burden, Kansas State University
Presiding: Pat Davis

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Option A

10:45-11:45 a.m. Concurrent Sessions

1) First Year Report of Introducing Computer Technology in USD 378 — Room 213
Custer Whiteside, Kansas State University
Lew McGill, Riley County USD 378

Caring for the Least of These
William H. Dreier, University of Northern Iowa
Presiding: Pat Davis

2) Establishing Educational Priorities Through Opinion Polling and Forums — The Process — Room 212
G. Kent Stewart, Kansas State University
Presiding: Roger Baskerville

3) Statewide In-service: Improving Teaching and Learning in Public Schools — Room 204
Samuel R. Keys, Kansas State University
Robert C. Newhouse, Kansas State University
Presiding: Bette Zikmund

Option B

10:45-11:45 a.m. Workshops

1) Microcomputers in the Agriculture Classroom — Sunflower Room
Greg Harrison, St. George Public Schools
Phil Kingston, Washington Public Schools
Presiding: Harlan Trennepohl

2) SEMS: School Experience Memory Study, What Didn't School Teach? — Council Chamber
Ardeth M. Deay, West Virginia University
Barbara T. Bontempo, West Virginia University
Presiding: Nancy Mangano

3) So You Bought a Computer—Now What? — Room 206
Jan F. Brandt, Frankfort Public Schools
Dave G. Hallmark, Frankfort High School
Jim W. Massie, Frankfort Junior High School
Presiding: Nancy Mangano

4) Knowing and Handling Rural School First Aid Emergencies — Room 205
John W. Walker, University of Wyoming
Presiding: Donna Brodd

11:45 a.m.-2:00 p.m. Luncheon — Main Ballroom
Address: The Honorable Nancy Landon Kassebaum, United States Senator from Kansas
Conference Summation: Jerry Bailey, Kansas State University
Presiding: Jerry G. Horn, Kansas State University

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